Monday - Group A

Group A members
(from left to right):
• Jason - Recorder
• Michael - Examiner
• Nathan - Examiner
• Jacqueline - Leader
• Noah - Advocate

“I learned that we (...) must rely upon each other and are accountable for our own share of work in order to find a single solution to a problem and to complete the overall task(...). My involvement in collaborate learning requires physical interaction with the group and a practice of leadership, trust-building, communication, and conflict-resolution skills.”

-Jacqueline
Monday - Group B

Group B members:
- Jamie - Examiner
- Kate - Examiner
- Cindy - Leader
- Batya - Recorder
- Paul - Advocate

“When we identified our roles in the group, it started us on our way to becoming a unit that works as one to accomplish a common goal.”

-Cindy
Monday - Group C

Group C members (from left to right):
• Mai
• Jared
• Susan
• Christian - Leader
• Yuan

“The best part of the group work is that there can be many perspectives on the same assignment, and the combination of these ideas makes the finished product a truly joint work.”
- Christian
Monday - Group D

Group D members:
• Azeem
• Gunjan
• Sean
• Sona

Group D is working on the fractional distillation of a cyclohexane-toluene mixture.
Monday - Group E

- Group E members:
  - Kiran
  - Reenal
  - Medora
  - Paresh
  - Nainesh

- Group E is extracting the chlorophyll from spinach leaves under the supervision of their TA Aubrey.
Monday – Group F

- Group F members:
  - Sui – Examiner
  - Uma – Examiner
  - Mi Hae – Advocate
  - Janaki – Leader
  - William – Recorder

(After the workplace skills experiment)

“Our group had a strong sense of teamwork and cooperation both inside and outside of the laboratory environment.” - William
Tuesday - Group A

Group A members, from left to right:
• Adrian - Leader
• Rebecca - Recorder
• Rachel - Examiner
• David - “Unemployed”
• Isaac - Advocate

“During this [first lab] period, we independently learned the specifics of different instruments and successfully shared our independently gained knowledge without any problem.”
- Isaac
Tuesday - Group B

Group B members:

- Anthony - Examiner
- Ashley - Recorder
- Ben - Advocate
- Anjali - Leader
- Richard - Examiner

“The idea here (...) is to simulate real life conditions in a chemistry lab, where projects are such that no individual can take them on alone, and no one gets to pick his or her own team members.”

-Richard
Tuesday - Group C

Group C members from left to right:
• Ed
• Eric
• Shannon
• Lauren
• Jonathan

Group C is performing the cyclic voltammetry experiment under the supervision of Qazi Hai (Associate)
In our first laboratory class, the first thing our group learned was the names of the other members of our group. After we had introduced ourselves, we decided on the role each member of the group should assume.” - Erica

“Our group, although we have only four members, seems quite capable of carrying out our assignments in the time allotted.” - Erica
Tuesday - Group E

Group E members:
• Jessica
• Mindy
• Jeff
• Richard

“After we performed each task individually, such as examining the pH meter and creating the poster, we met to discuss our findings within the group setting. Each member was able to glean the knowledge gained by other members despite a lack of hands-on experience.” – Mindy
Tuesday - Group F

Group F members (from left to right)
• Abhay
• Jay - Leader
• Kate
• Mike
• Brian - Leader

“We (...) switch roles within the group every week in order to prevent an uneven distribution of the work. This also prevents people from being stuck in a role that they don’t want.” - Brian
Tuesday - Group G

Group G members
(from left to right)
• Katherine - Advocate
• Leena - Recorder
• Payal - Leader
• Sonu - Examiner
• Reshma - Advocate

“(...) Group members explained subjects with which they were familiar to other members of the team.” - Payal
Tuesday - Group H

Group H members
(from left to right)
- Patricia
- Inna
- Ian
- Alex - Leader
- Philip

Group H adopted a flexible group structure. While Alex is the leader, Patricia, Inna, Ian and Philip share the roles of examiners, recorders and advocates depending on the experiment requirements.